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SEQUENTIAL LEVELS OF READING SKILLS, PREKINDERGARTEN--GRADE 12.

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This guide is designed to help teachers, staff members responsible for teacher training, and reading supervisors provide better reading instruction. The skills that lead to mature reading are arranged on eight levels of developmental sequence. Level A is concerned with developing prereading skills. Levels B to D treat initiating and developing basic reading skills; levels E to H stress extending, refining, and applying reading skills. Within each level, these skills are grouped in relation to the development of word power, recognition and interpretation of meaning, and work-study skills. Arrangement by level of difficulty rather than by grade level should encourage individualized instruction. The application of each skill to practical reading experiences in various curriculum areas and in functional situations in and out of the classroom is emphasized. Skills that help the reader develop appreciation of literary excellence are not included. A short overview of the levels of reading skills is given, and specific suggestions for skill application are noted. (BS)

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LEVEL II

SEQUENTIAL LEVELS of READING SKILLS

Prekindergarten - Grade 12

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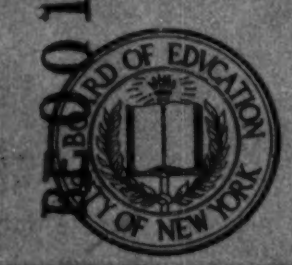

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SEQUENTIAL LEVELS of READING SKILLS

Prekindergarten - Grade 12

Bureau of Curriculum Development
Board of Education of the City of New York

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FOREWORD

In order for teachers and supervisors in New York City schools to improve the reading achievement level of *all* pupils at *all* grade levels, a common "yardstick" for determining sequential growth in reading skills is needed. This yardstick is provided in the publication of *Sequential Levels of Reading Skills, Prekindergarten-Grade 12.*

The new bulletin is one of six 1967–1968 publications making up New York City's Reading Action Package. This "package" is especially designed to help beginning teachers and supervisors as they work to improve the reading level of every child – New York City's primary objective. Other publications in the new Reading Action Package are as follows:

A Guide for Beginning Teachers of Reading: Grades 1-4
A Guide for Beginning Teachers of Reading: Grades 5-8
A Guide for Beginning Teachers of Reading: Grades 9-12
Supervisor's Handbook in Reading: Prekindergarten-Grade 12
Beginners in Reading Instruction: Teachers and Pupils (Grades 1 and 2)
(Manual to accompany In-Service Television Workshop for Teachers, Fall, 1967.)

In the publication *Sequential Levels of Reading Skills,* the various skills are arranged by *levels of difficulty* rather than by grade level. This "freedom from grade level" encourages the teacher to identify the skill needs of a child and to individualize instruction. In addition, this skills chart enables the teacher to determine the particular needs of all children in the class and to group pupils for effective instruction.

This 1967 publication has been revised and extended beyond the Experimental Edition of 1963 to include the skills developed during the high school years and beyond. The format of the new brochure enables the teacher to trace the development of a skill from its initiation to its culmination at mature reading levels. It gives him guideposts along the road to reading, indicating not only the skills

instruction which has preceded and that which will follow but, also, the ultimate goals of reading skills instruction in the Prekindergarten-Grade 12 program.

The application of each skill at each growth level to practical reading experiences in various curriculum areas is an additional feature of the present publication. This information should help both the teacher of the self-contained classroom at the elementary level and the teachers of various subjects in departmentalized programs at any school level.

It is expected that *Sequential Levels* will be used in many ways to meet teachers' needs. Experienced teachers will, for example, make immediate and effective use of this publication as they plan for instruction. Less experienced teachers will find it valuable to devote time to discussions of the content with supervisors, district reading consultants, or more experienced colleagues before implementing suggestions. Supervisors, too, will find it useful as they plan with their staff the reading program for a school or district and as they evaluate children's progress in this vital area of learning.

It is the hope of this office that the "reading package," of which this publication is one document, will be a powerful weapon in the total armament of materials, experimentation, institutes, special programs, in-service courses, and other services which the New York City schools have assembled in their attack on reading problems. New York City is determined that *every* child shall read to his maximum ability. The publication *Sequential Levels of Reading Skills* is another evidence of that determination.

Bernard E. Donovan
Superintendent of Schools

September 1967

ACKNOWLEDGMENTS

This publication, prepared under the supervision of Acting Deputy Superintendent Helene M. Lloyd, is an outgrowth of a prior publication prepared under Mrs. Lloyd's direction by the former Division of Elementary Schools. The new publication builds on the initial design of skills, Kindergarten through Grade 6, and extends and refines the development of those skills through Grade 12.

A debt of gratitude is acknowledged to the many staff members of the New York City school system for cooperation in preparing this publication. Appreciation is expressed to members of the original committee: Louise Matteoni and Herbert Potell of the Bureau of Curriculum Development; Harold Zlotnik, then Acting Director of the Bureau of English; Rosemary E. Wagner, Acting Assistant Director of that Bureau; Sue Moskowitz of the Bureau of Educational Research; William Schorkopf of the Office of Junior High Schools; and to Shelley Umans, then Administrative Director of the Office of Instruction and Curriculum and Assistant Superintendent Lloyd who served as consultants to the Committee. Marguerite Ferrerio and Grace Goodell (retired) of the Office of Junior High Schools were associated with the project in its early stage.

Special appreciation is expressed to the ongoing members of the Committee, Louise Matteoni, Herbert Potell, and Rosemary E. Wagner, Project Coordinator, who carried the revision through to publication.

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Early Childhood Alice Harwood; Research Technician Saul Gottlieb of the Bureau of Curriculum Development; Principals Hannah Kostiner (P221Q), Margaret Ryan (P119X), Martha Froelich (P129M), Hazel Mittleman (P116M); Assistant Superintendents Max Meyers (District 18), Edna Crowley (District 14), Margaret Bible (District 28), Max Rubenstein (District 29), Irving Anker (Office of Junior High School); and Margaret B. Lalor, Reading Coordinator who served as reviewer for the Office of Junior High Schools.

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Aaron N. Slotkin, Editor, Bureau of Curriculum Development, was responsible for publication design and supervised production. Lillian B. Amdur edited the manuscript for publication and Simon Shulman designed the cover and did the page layouts.

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SEQUENTIAL LEVELS OF READING SKILLS

Prekindergarten — Grade 12

This publication arranges on eight levels of developmental sequence the skills that lead gradually to reading on a mature level. The levels are designated A to H:

Level A Developing Prereading Skills

Levels B-D Initiating and Developing Basic Reading Skills

Levels E-H Extending, Refining, and Applying Reading Skills

Within each level, reading skills are grouped in relation to Developing Word Power, Getting and Interpreting the Meaning, and Work-Study Skills. It is important to note, however, that skills in all three groups are taught concomitantly. The vertical arrangement is not intended to suggest that one skill, e.g., phonic analysis, is completed at a given level (B, C, etc.) before other skills at the level, e.g., structural analysis or finding the main idea, are introduced.

The publication is a revision and extension of the Experimental Edition of *Sequential Levels of Reading Growth*.[1] It differs from that edition in the following characteristics:

1. The levels of skills extend from the prereading Level A to Level H, which represents the skill level of students in the upper years of the secondary school.
2. The reading skills levels are not related to instructional levels as determined through the use of a graded reading series; e.g., "Level C ..... Readers 1^2, 2^1, and 2^2," as was done in the Experimental Edition.
3. Examples of all skills identified under "Getting and Interpreting Meaning" and "Work-Study Skills" are given. These are drawn from the content areas, as science, social studies, mathematics, as well as from the language arts areas.
4. Suggested methods and materials for teaching reading; e.g., statements about "Using Basal Readers," "Teaching the Alphabet," etc., and the teaching suggestions spelled out for each skills level in the first publication are not included in this edition. These features of the reading program are treated extensively in publications either recently distributed to schools or expected for distribution, Spring, 1968.[2]

The emphasis in this publication is on those skills which enable the reader to use reading as a tool for learning in all curriculum areas and in functional situations in and out of the classroom. The skills that help the reader to develop appreciation of literary excellence are not included in this document. (For these skills, see sections on Literature in References c, d, and e.)

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[1] *Sequential Levels of Reading Growth in the Elementary School*. Division of Elementary Schools, Board of Education of the City of New York, 1963.

[2] a. *Getting Started in the Elementary School* (Fall, 1966)
b. *Getting Started in the Secondary School* (Fall, 1966)
c. *Handbook for Language Arts - Pre-K-Grade 2* (Fall, 1966)
d. *Handbook for Language Arts - Grades 3-4* (Spring, 1968)
e. *Reading: Grades 5-12* (Spring, 1968)
f. *Guide for Beginning Teachers of Reading - Grades 1-4* (Spring, 1968)
g. *Guide for Beginning Teachers of Reading - Grades 5-8* (Spring, 1968)
h. *Guide for Beginning Teachers of Reading - Grades 9-12* (Spring, 1968)

Using the Sequential Levels

Teachers know that individual pupils function at various levels in different reading skills at the same time. Pupils frequently show irregular patterns of development, some moving rapidly through the steps in a sequence of skills, with others taking considerably longer to move through the sequence. The teacher is, therefore, faced with the difficult problem of moving forward in an orderly and upward progression pupils who learn at different rates. She is expected, also, to be aware of the reading skills described in curriculum materials as appropriate or "expected" at given grade levels. She needs this information so that she can study pupil performance in relation to school, city, or national norms, and plan programs for effective growth.

Adhering precisely to the sequence of skills developed in the following pages may not always be possible. Teachers may be following a particular approach to reading which calls for a slightly different sequence or, they may, at times, find it necessary to teach children a work-study skill out of sequence because children need it to handle a given text. The teacher may find it necessary, also, to backtrack on a sequence in order to teach or reinforce a skill not thoroughly learned in previous instructional activities. In other words, the sequence suggests the appropriate place for the initial teaching of a given skill, always presuming that teachers plan continuing review activities as an inherent part of good teaching.

The inexperienced teacher will find the publication useful because it will enable her to:

1. Develop an understanding of the oral language skills (Level A) which facilitate the child's initial reading experiences.

2. Get an overview of the skills involved in reading and some understanding of their sequential development.

3. Find the prior levels of a particular skill with which a pupil is having difficulty so that she can give him appropriate instruction.

4. Use the publication to guide her in developing work-study skills not spelled out in basal readers, anthologies, and other materials.

The experienced teacher in the junior and senior high school who is inexperienced in reading instruction can use the publication to help her structure a developmental program or, when necessary, a remedial program.

The experienced teacher of reading will find the publication useful because it will enable her to:

1. Use it as a guide in planning her skills program in an individualized approach to reading.

2. Use it as a checklist against which to evaluate the skills program of the reading material she is using with pupils.

3. Develop a sequential program of work-study skills with application to content area materials.

4. Pinpoint the skill(s) with which pupils are having difficulty so that she may plan precisely the teaching and practice sessions needed.

Staff members responsible for teacher training will find the publication of assistance in preservice and in-service courses in reading.

Supervisors will find the sequential development of skills helpful as they plan, observe, and evaluate the reading program in a school or district. It provides a continuum on which to base plans and judgments. It may also be used as a chart to explain the reading program to parent and community groups.

Overview of Levels of Reading Skills

LEVEL A – DEVELOPING PREREADING SKILLS

The prereading stage in the instructional program of young children is one of challenging experiences and intensive work in conceptual and perceptual development, left-to-right directional progress, and oral language. Through activities in art and music, creative dramatics and literature, games and manipulative activities, the child expands his vocabulary and language patterns and learns to use language to think about his experiences, develop concepts and simple generalizations, develop skills of comprehension and interpretation, ask questions, and share his thoughts and feelings. Learning situations are planned to develop those skills which are prerequisites to success and satisfaction in reading. Particular stress is given to listening.

LEVELS B, C, AND D – INITIATING AND DEVELOPING BASIC READING SKILLS

Level B

This level of reading growth marks the broadening of the language arts program to include directed reading activities and systematic instruction in reading skills. Children who have been actively involved in the oral language program of Level A are given materials, activities, and instruction to help them build a sight vocabulary, introduce them to the rudiments of phonics and word structure, help them to apply to written language the skills of comprehension and interpretation initially developed in oral language activities, and begin to develop an awareness that reading is a tool for gaining information.

Level C

The child at this level of growth in reading moves from the stage of a beginning reader with very limited skills in word attack and comprehension to a stage of growing confidence in his ability to read.

His sight vocabulary is expanding rapidly. As a result of careful and systematic instruction in phonic and structural analysis, he demonstrates the ability to decode many words independently and to use context clues to determine their meaning. He is able to participate in preparatory discussion of a story and then, guided by purposeful questions, read it silently. He can locate, in a short selection, and read orally sentences that answer a question asked or prove or disprove a statement made or an answer given. He uses workbooks and teacher-made practice materials with increasing independence and facility, and he reads directions for carrying out simple, independent reading activities.

Level D

The signs of reading growth at this level are unmistakable. The child reads fluently material on his independent reading level and shows an interest in varied kinds of reading materials. He is beginning to read to learn. He finds in the school and public libraries books that he likes and takes them home to read. He enjoys bringing books and other printed materials to school to share in classroom activities.

The child's sight vocabulary is fairly extensive by now, and he uses the word-attack skills he has acquired to unlock longer and more difficult words. He has mastered the essential principles of phonic and structural analysis.

At this level, the child continues to develop many work-study skills which enable him to work on projects involving a search for information. He understands the use of the dictionary for word meaning, is able to follow directions to carry out simple experiments, and to follow the teacher as she reads a map for specific information. He is beginning to vary his rate in reading according to his purpose and to organize the information he acquires for sharing with others or for integrating with his own store of knowledge.

LEVELS E, F, G, H – EXTENDING, REFINING, AND APPLYING READING SKILLS

Level E

When a child reaches Level E, he has already become familiar with reading simple, attractively illustrated textbooks and tradebooks in the various content areas. He has begun to develop definite tastes in the types of books he selects for independent reading. As he begins to use more advanced editions of books, the child faces the problem of acquiring not only additional words but, also, new meanings for the words he already knows. He continues to need firsthand or vicarious experiences to develop concepts and vocabulary, as well as systematic instruction in structural analysis, in order to handle the vocabulary demands made upon him by these materials.

At this level, the child extends the comprehension skills learned at previous levels. He refines the ability to locate specific information by skimming rapidly where necessary and reading with care when required. His understanding of the written material is evidenced by his organization and use of information in written reports, dramatization, and book reviews.

At this level, also, the child becomes aware of the various mechanical aids to increased comprehension of printed material. He learns that knowledge of the format of a book or a chapter will often simplify his research. He learns to use the index as well as the table of contents. He realizes that charts and diagrams serve to clarify textual material.

Level F

At this level, the child is reading extensively. He is finding and exploring new interests. He is projecting himself enthusiastically into his reading experiences, applying all the skills he has developed. He is using reading increasingly as a tool for gathering and organizing information in his total school work. He recognizes that the nature of the material and his purpose in reading it determine the rate and degree of thoughtfulness with which he reads. He is on the alert for the contextual meaning of words familiar to him in other situations. He makes increasing use of the organization which textbooks provide and studies charts, graphs, and other illustrations as aids to comprehension.

Level G

At this level more of the students' reading time is spent in informational and study type reading. His interests are tending to become more specialized. He wants his reading to be meaningful either in a utilitarian or personal sense.

Much of his school work now deals with efficient utilization of what is read. He sees relationships and organizes information into patterns useful for studying and remembering. He learns how to use increasingly complex research materials and techniques to gather and enrich information. He evaluates the reliability of sources, and begins to question the logic and presentation of many kinds of material. He learns to reorganize concepts he has already mastered in the subject areas to meet new or emerging needs. He is encouraged to widen and extend his interests, but he is also guided to delve more deeply into particular areas.

Level H

At this level, emphasis is placed on a more advanced type of reading especially concerned with the promotion of critical thinking. The pupil needs continued instruction in this important area to develop habits and attitudes of careful reading of materials so that he does not fall victim to propaganda of various types. He needs to be increasingly conscious of the importance of challenging the reliability of views he reads on the printed page. It is necessary, moreover, that when he reads material in politically and emotionally sensitive areas, he develop the ability to evaluate an author's background and the validity of his work.

At this stage, there should be increasingly clear evidence of the pupil's becoming an independent reader capable of arriving at his own sound conclusions on the basis of evaluation of his reading. He begins now to approximate his role as an adult and practices reading more difficult and more mature materials, many more of which are outside the category of "school" materials.

LEVEL A – DEVELOPING PREREADING SKILLS

I. DEVELOPING WORD POWER

A. Building Concepts

Builds assurance and a healthy self-concept through successful accomplishments of various tasks for which he is ready.

Develops concepts of his world through sensory experiences of touching, lifting, tasting, smelling, hearing, and seeing; compares experiences and begins to generalize.

Develops understanding of words through real experiences, audio-visual aids, associating the printed symbols on experience charts and signs with words he has used, and words on labels with the objects labeled. Learns that he can communicate freely with others about his needs and experiences and that the correct choice of words helps to make communication satisfactory.

B. Developing Visual Perception

Observes likenesses and differences among objects, pictures, and forms.

Play Period: Arts and crafts; manipulates games, toys, and blocks to note differences in size, shape, color, kind, details.

Science: Manipulates objects that roll, that are angular; real materials – sand, water, soil, pebbles.

Social Studies: Notes details in pictures associated with unit under study.

Mathematics: Sorts objects according to similarity of shape.

Shows understanding by responding to nonverbal stimuli–gestures, facial expressions, demonstrations.

Begins to recognize words at sight.

Art: Identifies painting with his name on it.

Social Living: Reads signs and labels, e.g., STOP, GO, UP, ONE WAY, DOWN.

C. **Developing Auditory Perception**

Recognizes similarities and differences among sounds and rhymes.

Language Arts: Recognizes story characters by teacher's voice quality; recognizes rhythm, quality of certain words.

Music: Distinguishes high note from low note; recognizes familiar tune.

Physical Activities: Walks, marches, runs, according to the music.

Develops the ability to discriminate sound characteristics.

Language Arts: Uses words such as loud-soft, high-low, long-short to describe sounds.

Music: Uses rhythm band instruments according to teacher's directions, e.g., play the triangle softly, rhythm sticks loudly, etc.

Develops rhyme perception.

Language Arts: Supplies missing rhyming words at the end of nursery rhymes.

Music: Recognizes rhyming words in songs.

D. **Listening**

Listens to and distinguishes quality of voice.

Listens to and enjoys rhyming and sounds of words.

Listens to, isolates, and tries to identify individual sounds: in the street, in the room, in stories.

Listens to recordings and participates where appropriate.

Listens to understand and enjoy story content.

Listens for meaning when another child speaks.

Listens to and demonstrates understanding by following directions where immediate response is expected; one direction, two related directions, series of simple consecutive directions.

Supplies word missing in oral context because it makes sense in terms of his own experiences, e.g., The postman brought a _____ from Grandma.

E. **Speaking**

Participates in activities in which he can apply newly acquired vocabulary, e.g., art–using words to express color, proportion, shape; music and dance–using words to express movement, tone, rhythm; storytelling–using words to denote emotion, etc.

Uses names for objects about the room.

Uses language as a tool in securing attention and making requests.

Brings to school and talks about treasures, possessions, etc.; uses his familiar vocabulary and language pattern.

Converses informally with classmates and with adults in typical school and out-of-school situations.

Talks about vicarious experiences enjoyed through audio-visual aids, e.g., radio, TV.

Retells a familiar story with and without the aid of pictures.

Uses onomatopoeic words, e.g., creak, click, buzz.

Imitates sounds.

Science: Imitates sounds of machines, animals, cars, etc.

Language Arts: Imitates story character's manner of speaking—angry voice, happy voice.

II. GETTING AND INTERPRETING MEANING

A. Getting the Main Idea

Develops the ability to identify the main thought in material presented orally and through pictures.

Language Arts: Listens for the main event in stories such as *The Little Engine That Could.*

Social Studies: Recognizes that safe exit is main idea in fire drill directions.

Science: Identifies and discusses the main idea in a series of firsthand observations, e.g., trees change with the season.

B. Finding and Relating Details

Singles out details from a whole experience.

Language Arts: Learns to tell some details of an experience he is sharing; relates details in story to outcome of story. Notes details in pictures.

Science: Describes details of color, shape, smell, texture of materials used in demonstration.

Social Studies: Learns to perceive details that make real or pictured objects alike or different, e.g., fireman vs. policemen.

C. Determining Sequence

Is aware of sequence in listening to and telling a story.

Language Arts: Relates his own experiences in sequential order, e.g., I went home. I changed my clothes. I went out to play. Narrates story told in series of pictures.

Science: Arranges objects or pictures in sequential order for the purpose of talking about them.

Social Studies: Arranges in sequence pictures that are related to the unit under study, e.g., Our School Day.

D. Drawing Inferences and Predicting Outcomes

Looks for and makes associations not directly stated.

Language Arts: Evaluates picture or story characters as "good" or "bad" from story behavior; guesses what will happen next on the basis of past incidents.

Social Studies: Studies pictures related to Safety in the School and answers questions such as: Which child in this picture is most helpful? What time of year do you think it is?

Science: Associates symbols on class weather charts (sun, umbrella) with meaning.

E. Critical Thinking

Looks at pictures and evaluates action of characters; recognizes the absurd or ludicrous in pictures and rhymes.

Language Arts: Looks at pictures showing a bull in a china shop and answers questions such as: What makes this picture funny? What do you think may happen?

Listens to nursery rhymes

Rub-a-dub-dub
Three men in a tub.

There was an old woman
who lived in a shoe

and understands them to be nonsense.

Social Studies: After viewing picture of children in school in a faraway country, responds to questions, Where do you think these children are? What do you think they are doing? Is their school the same as ours? How is it different?

III. DEVELOPING WORK-STUDY SKILLS

A. Following Directions

Listens to and follows teacher's oral directions.

Social Living: Follows directions for classroom routines, e.g., forming class lines, moving from area to area.

Arts and Crafts: Follows directions in care and use of paintbrushes and clay, weaving materials.

Science: Follows directions in collecting and storing materials, e.g., objects that roll, materials used in feeding fish, watering plants.

Mathematics: Follows directions for number game "Finding Three's":
Find 3.
Point to 3.
Find 2 three's.
Point to 2 three's.

B. Locating Information (in printed material)

Develops the ability to use written symbols and representative material as an aid in locating information.

Social Living: Uses signs on doors to find out where class has gone.

Play Period: Finds assigned activity by checking name on work-play activity chart.

Art: Uses labels as an aid to locating supplies.

Science: Answers questions, using information given in pictorial form.

C. Recalling and Evaluating Information

Uses real experiences as a source of information.

Social Studies: Selects from previous experiences the necessary rules of conduct for a trip—what the rules are; why they are important.

Science: After repeated actual experiences, recalls the ways in which various kinds of lines were made—circle, straight, curved, diagonal, etc.

D. Organizing Information

Organizes objects according to a certain plan.

Science: Puts together objects that roll, that are smooth, etc.

Art: Groups objects or paintings together according to color.

Social Studies: Groups together actual fruits or vegetables connected with a certain holiday, e.g., Thanksgiving.

E. Using Graphic Representation

Develops readiness for map and globe study; understands purpose of charts.

Social Studies: Uses blocks to represent land and water areas; uses sand table and clay to construct land forms and water areas.

Health: Measures himself against height chart; notes growth.

Mathematics: Looks for name and new age on chart of "This Week's Birthday Children."

Levels B-D: Initiating and Developing Basic Reading Skills

SKILL	LEVEL B	LEVEL C	LEVEL D
I. DEVELOPING WORD POWER	Learns to use language to clarify experiences; uses new words in his own language patterns.	Is aware of differences between school and out-of-school language; uses both patterns.	Shows increasing interest in and ability to use school language.
A. Expanding Oral Vocabulary	Adds to vocabulary through listening to stories, retelling, dramatizing, etc.	Makes increasing use of words heard on TV and radio.	Begins to use technical terms learned in subject areas.
	Develops interest in words through picture dictionary.	Continues to add words and refine meanings through picture dictionary.	Recognizes that some words (concrete) can be pictured; others (abstract) cannot.
	Recognizes qualifying words (adjectives and adverbs) as adding to understanding of situation.	Makes increasing use of qualifying words in own speech.	Refines choice of qualifying words in comparison and contrast.
	Is aware of the effect of varied intonation on the meaning of word that is heard or said.	Attempts to use varied intonation in own speech.	Notes use of varied intonation for emphasis.
B. Building a Reading Vocabulary	Associates the aural-oral symbols with the written representation of words presented in experience charts, signs, labels, etc.	Associates the aural-oral symbols with the written representation of words presented in books and other printed matter.	
1. Acquiring a Sight Vocabulary	Uses shape (configuration) of words, position of words in familiar context, and pictures to recognize words on sight.	Uses all reading experiences to add to number of words recognized "on sight."	Can readily recognize at sight the words in the Dolch list.
2. Using Phonic Analysis **Recognizing letters of the alphabet by name**	Is able to identify letters by name in manuscript or print forms.	→	Is able to identify letters by name in manuscript and cursive forms.
Recognizing sound-symbol relationships of single consonants in initial, medial, and final positions	Becomes aware of sounds for single consonants in initial and final position; selects from a group those words which begin or end with the same consonant sounds, e.g., take tall have; to had read toad cat.	Masters sounds of consonants in initial, medial, and final position.	Recognizes that the final sound in the word may not be the sound of the final symbol, e.g., hate.

Levels E-H: Extending, Refining, and Applying Reading Skills

LEVEL E	LEVEL F	LEVEL G	LEVEL H
Selects words with increasing consciousness; refines usage patterns.	Becomes increasingly aware of language and speech patterns of "speakers" in audience situations.	Becomes more sensitive to nuances of language, particularly in dialogue situations.	Recognizes literary use of dialect appropriate to characters in story or play.
Learns specialized meanings for familiar words as used in subject area contexts.	Develops habit of interpreting words in context only.	Recognizes idiomatic expressions peculiar to individual speaker or writer.	Collects idiomatic expressions and relates them to foreign languages with which he may be familiar.
Increases understanding of words through use of primary-type dictionary.	Makes habitual use of dictionary for word meaning and for pronunciation.	Uses dictionary and other word reference books.	Uses word reference books to interpret language of source documents in subject areas.
Uses similes and metaphors with increasing frequency but without the terminology.	Understands differences between simile and metaphor; uses terminology.	Recognizes other figures of speech and begins to use them consciously.	Relates the study of idiomatic expressions to the study of metaphors and other figures of speech.
Notes how meaning is affected with changes in intonation.	Becomes aware of use of varied intonation as a propaganda device.	→	→

Distinguishes on sight words very similar in appearance, e.g., then–them.	Recognizes as sight words some of the more frequently used technical words found in other curriculum areas.	Continues to add words to sight vocabulary through variety of reading experiences.

SKILL	LEVEL B	LEVEL C	LEVEL D
Using Phonic Analysis *(continued)*			
Recognizing sound-symbol relationships of vowels	Associates long and short sounds with vowel symbols, in oral reading. Studies long and short sounds for vowel symbols, e.g., prepares pictures for wall charts illustrating vowel sounds.	Associates long and short sounds with vowel symbols in oral reading. Studies long and short sounds for vowel symbols, e.g., selects from group those words which contain a particular vowel element, e.g., long o in not cap rope met.	Has facility in associating both long and short sounds with symbols.
Recognizing sound-symbol relationships of consonant blends	Becomes aware of symbols and associates sounds of blends in words now part of sight vocabulary, e.g., st, sl, sp, sm, sn; br, cr, dr, gr, pr, tr; bl, cl, fl, gl, pl, as in: step snow green pretty black play.	Associates sounds of more difficult blends in initial and final positions, e.g., sc, sk, sw; str, spr, spl, scr, st; nd as in: swing found best spring.	Gains facility in associating sounds of consonant blends with their symbols in all positions, e.g., qu, dw, sch, thr, squ, shr, nk, tw, pl as in: twenty explain entrances scratched.
Recognizing sound-symbol relationships of digraphs *	Becomes aware of sounds of digraphs in familiar words, e.g., ch, wh, th, sh, as in: child what the she.	Becomes aware of more difficult digraphs in unfamiliar words, e.g., ng; ck; ai, ea, ee, oa, oe, oo, ay as in: peanut queen know along.	Adds digraphs found in words of increasing difficulty, e.g., ph, gh, tch, qu, ei, as in: technique.
Recognizing sound-symbol relationships of diphthongs *	Develops auditory and visual readiness for diphthongs.	Becomes aware of sounds of diphthongs in words, e.g., oi – oy, ou – ow, ey, ew as in: noise mouse they.	Applies knowledge of sounds of diphthongs to unfamiliar words.
Substituting one phonic element for another	Begins to develop the ability to substitute initial and final consonants to make new words; bat cat sat; get jet; cat can cab; man fan.	Extends the ability to substitute blends in known words to form new words: play clay slay stay.	Refines skill to include substitution of blends for single final consonant: road – roast.

*Note: For the purposes of this bulletin a digraph is a group of two successive letters representing a single sound; a diphthong is a blend of two successive vowels representing a single speech sound.

LEVEL E	LEVEL F	LEVEL G	LEVEL H
Masters skill of associating correct sounds with all vowel symbols.			
Masters skill of associating correct sounds with all consonant blends.			
Masters sounds of all digraphs.			
Masters sounds of all diphthongs.			
Masters the ability to substitute one phonic element for another.			

SKILL	LEVEL B	LEVEL C	LEVEL D
Using Phonic Analysis *(continued)*			
Recognizing variant sounds	Becomes aware of variant sounds of y as in: you baby many yard.	Distinguishes variant sounds of letters, e.g., c in city cent car cat; of ed in helped started walked heated.	Distinguishes variant sounds of letters, e.g., g in giraffe good giant gay; of th in that think; of s in say wise.
Hearing and identifying common word parts	Recognizes common word parts in: ball tall; say may.	Extends skill to include words with diphthongs: now cow; round found.	Extends skill to include irregularly spelled words: night height.
Recognizing the role of silent consonants	Learns, as sight words, words containing silent letters.	→	Recognizes that symbols for sounds of initial or final consonants may be a combination of letters, one of which is silent, e.g., crumb knock.
Recognizing that different letters may represent the same sound	Develops auditory and visual readiness for variant sounds for same letter.	Begins to recognize, in context, words with different letters representing the same sound as in fat Philip cough.	Pronounces correctly words such as prey mate rein paint great way.
			Recognizes the sh sound when spelled tion cial, e.g., nation facial. Recognizes the element us when spelled ous, uss as in famous discuss.

LEVEL E	LEVEL F	LEVEL G	LEVEL H
Extends the recognition of variant sounds to include gh in ghost cough; que as in queer quest antique, etc; z as in zoo azure; h as in house honor.	→		
Masters the ability to hear and identify common word parts.			
Extends skills to arrive at generalization: initial g before n and initial w before r are usually silent as in gnaw wring.	→		
Knows that initial p before s is usually silent, e.g., psychology psychotic; also that g before n is sometimes silent, e.g., sign impugn feign foreign; l before m, e.g., calm; initial p before t as in ptarmigan ptomaine.			

SKILL	LEVEL B	LEVEL C	LEVEL D
Using Phonic Analysis *(continued)*			
Distinguishing the sound of a single vowel when followed by r, w, l	Observes that a followed by r is frequently sounded as in car park barn, etc.; that e followed by r is frequently sounded as in her.	Recognizes that a is influenced by w and l in always and paw.	Notes effect of consonant upon vowel sound immediately preceding, e.g., ball–bat–car; few–fed.
Understanding the effect of primary accent on the pronunciation of words	→	Develops readiness for recognizing effect of primary accent.	Recognizes stressed syllables in multisyllable words.
Understanding diacritical markings of vowels as used in the pronunciation key in the dictionary to sound out the phonic elements of unfamiliar words	→	Learns to recognize diacritical marks for long and short vowel sounds on board, charts, etc.	Uses diacritical marks to identify vowel sounds on teacher-prepared material.

LEVEL E	LEVEL F	LEVEL G	LEVEL H
Masters skill.			
Places accent on correct syllable in speech and oral reading: 1. The ób̀ject was odd in shape and color. 2. I object́ to your use of my books.	Uses and identifies the appropriate pitch contour to identify nouns and verbs, e.g., 1. The War of the Roses was a cóǹflict that raged for a hundred years. Does your dental appointment con-flict́ with the ball game? 2. The workers will sign a new cóǹtract for the coming two years. Objects contract́ in the cold and expand in the heat.	Uses the appropriate pitch contour to identify: Nouns and Verb-Adverb Groups 1. Do you care for the general sét̀up of the exhibition? Please set́ uṕ the pins in the bowling alley. 2. The scientists who created the A-bomb achieved a major break-through. You will breaḱ through́ the ice if you are not careful. Compound Nouns and Noun Groups 1. Flowers may grow out of season in a greéǹhouse. We are coming to the greeń housé that is for sale. 2. Don't write on the blacḱboard until I tell you to do so. He handed the boy a blacḱ board́ to be used as a base for the cabinet.	
Begins to understand and use pronunciation key in a given dictionary.	Uses a dictionary effectively in looking up words for meaning and pronunciation. Uses: a. diacritical marks b. pronunciation key c. phonetic spelling	Finds preferred pronunciation in a dictionary.	

SKILL	LEVEL B	LEVEL C	LEVEL D
Using Phonic Analysis *(continued)*			
Generalizing on the basis of phonic principles previously learned.	Learns that the silent e at the end of a one-syllable word usually makes the single vowel in the one-syllable word "say its name" as in cute cane tube, etc. (Does not identify as long vowel sound.)	Reinforces learning by more technical approach, e.g., when a one-syllable word contains two vowels, one of which is the final e, the first vowel is usually long and the final e is silent, e.g., late hope kite cute,* etc.	Recognizes that when there is one vowel letter in a word, the vowel usually has the short sound unless it is at the end of the word, e.g., but spent print; we go my. Knows that when two vowels appear together, the first is usually long and the second silent, e.g., correctly identifies vowel sounds in feel wait oak pail. Extends the understanding that vowel sounds are influenced by certain following consonants.
3. Using Structural Analysis			
Inflectional Endings	Becomes aware of endings and their function: s, 's, d, ed, ing, in known words, e.g., dogs hoped walked looking.	→	→
Compound Words	Learns to identify the two separate words in a compound word, e.g., snowman today.	Recognizes compound word formed with known and unknown word when these words form part of the oral vocabulary, e.g., playground.	Recognizes compound word formed with a known word and an unknown word when the new word may not be in the oral vocabulary, e.g., downcast.

*During initial instruction, expose children to words that follow the generalization.

LEVEL E	LEVEL F	LEVEL G	LEVEL H
Applies phonic principle to position of vowel in syllable as well as in whole word.	→	→	

SKILL	LEVEL B	LEVEL C	LEVEL D
Structural Analysis *(continued)*			
Word Roots	Recognizes roots in such words as plays played playing, etc.	Extends the ability to recognize word parts – word (root) plus an ending that shows more than one, past time, ownership, or a short (contracted) form of the word, e.g., planted crosses teacher's didn't.	→
		Recognizes changes in root forms: final y is changed to i before est, ly, ed, e.g., happiest easily; final e is dropped when adding y, ing, er, e.g., using giver.	Recognizes changes in root form: f changed to v before es is added, e.g., wolf – wolves life – lives.
Affixes **a. Prefixes** **b. Suffixes**	Recognizes the relationship of unhappy to happy and discover to cover. Understands that an addition to a word frequently alters its meaning.	→	Identifies prefixes and recognizes their functions, e.g., redo – do again unkind – not kind.
			Identifies suffixes and recognizes their function, e.g., baker – one who bakes; beautiful – full of beauty; tenderly – in a manner or way that is tender; fishing – the action of fishing.
Contractions	Uses orally and reads contractions without concern for origin.	Recognizes original roots in contractions: I'm I'll don't can't let's, etc.* *Call special attention to the root of won't.	→

LEVEL E	LEVEL F	LEVEL G	LEVEL H
Recognizes the root form when in different positions, i.e., self selfish unselfish himself.	Gains facility in arriving at root form by identifying more common prefixes and suffixes.	Gains facility in arriving at root words by identifying more difficult prefixes and suffixes.	Becomes aware of the meaning and force of these word elements in social studies, science, and mathematics texts. Examples: converse inverse fissionable Industrial Revolution.
Extends recognition of prefixes, e.g., disabled – not able inactive – not active.	Extends recognition of prefixes to include: abnormal – away from normal beside – by the side depart – to go away from indoors – in the house prepaid – paid before.	Extends recognition of prefixes to include: adhere – to stick to circumnavigate – sail around export – send out submarine – under water superfine – more than fine.	Aims for knowledge of such word elements, having fairly fixed unvarying meanings, as un, il–, im–, ir–; en–; –able, (ible); –ful; –ous, –ose; scrib, (script); ced, (cess, ceed); cur, (curr, cours, curs); spec, (spect); hydro; phobia; scope; equi; omni, centr.
Identifies suffixes and recognizes their function, e.g., tallish – somewhat tall; childless – without a child; darkness – condition of being dark; crested – having a crest.	Extends recognition of suffixes to include variant meanings: leakage – the action of leaking mileage – the number of miles postage – the amount charged for mailing orphanage – the home of orphans freedom – the state of being free officialdom – all who are officials.	Becomes aware of the changes in function of some words as suffixes are added to them: The verb stop becomes a noun–stoppage. The verb break becomes an adjective – breakable. The adjective happy becomes an adverb – happily.	Does word-study exercises involving words with component parts that are used illustratively in context. Does research, both personal and stemming from assignments, in dictionaries.

SKILL	LEVEL B	LEVEL C	LEVEL D
Structural Analysis *(continued)*			
Syllabication	Uses syllables unconsciously in oral reading, e.g., be fore, af ter.	Develops auditory recognition of numbers of syllables (parts) in words.	Hears the number of syllables in a word (monosyllabic before polysyllabic) and becomes aware that each syllable has a vowel sound–rab/bit, pa/per. Begins to become aware of points of division.

LEVEL E	LEVEL F	LEVEL G	LEVEL H

Understands that each syllable has a vowel sound and that a word has as many syllables as it has vowel sounds.

Recognizes the syllables in multisyllabic words.

Recognizes common prefixes (un, re, dis) and common suffixes (less, ful, ness) as separate syllables, and knows and uses the meaning of these syllables to unlock new words.

Learns that ed is a separate syllable when it is added to words ending in d or t.

Learns that two vowels coming together often separate to form different syllables in which each vowel may have its own long sound, e.g., pi o neer.

Learns that consonant blends and digraphs are not separated in syllabication (in struct; an gry) and that the blend usually joins the following vowel to make a syllable (a cross).

Learns that ck usually joins the preceding vowel to form a syllable, e.g., pick le.

Learns that in open syllables the vowel is usually long, while in closed syllables it is usually short, e.g.,

po ta to (open)
pis ton (closed).

Masters principles of syllabication as a means of decoding new words:

A word usually has as many syllables as it has vowel sounds:

po ta to clin ic.

Compound words are divided between the root words:

down town sky scraper.

A word is usually divided between the prefix and the root:

un tie dis appoint.

A word is usually divided between the root and the suffix:

help less hope ful.

When two consonants come between two sounded vowels, the word is usually divided between the two consonants:

but ter mon soon
dit to der by.

When one consonant comes between two sounded vowels, the word is usually divided just before the consonant:

ho tel de duct.

When a word ends in le, it is usually divided just before the preceding consonant, e.g., cy cle, tur tle (exception: pick le; see level E).

SKILL	LEVEL B	LEVEL C	LEVEL D
Using Context Clues	Learns to read the entire sentence to get the clue to the unknown word; uses context to get correct meaning of words of multiple meaning. Supplies unknown word in sentence where all other words are known, e.g., Sam flew away in a big airplane. Distinguishes correct meaning of words with multiple meanings, e.g., hand 1. Hand it to me. 2. He cut his hand.	Begins to use contrast and comparison as context clues. Identifies word because it is evident in contrast or comparison to preceding words, e.g., To the wee mouse, the elephant was huge. He was as busy as a bee.	Recognizes definitions of unknown words in passage and use of commas to set these apart. Arrives at meaning of word by looking for definition in sentence, e.g., They are called nomads, which means wandering herdsmen.

LEVEL E

Adds to ability to use context to determine meanings of words of multiple meaning; uses aids as clues to word identification.

Is able to explain meaning of the following sentences:

He felt blue because his team lost the game.

The blue of the sky was broken by a white cloud.

Recognizes words in parentheses as definitions for unknown words, e.g., The militia (a body of soldiers) attacked the outpost.

Recognizes words in parentheses as synonyms for unknown words, e.g.,
The indomitable (unconquerable) soldier refused to bend to his captors.

Recognizes parenthetical expression set off by commas as a synonym for unknown word, e.g.,

The steppes, great areas of grasslands, are in Asia.

LEVEL F

Extends ability to use punctuation and verbal clues to word meaning:

Punctuation Clues

When a name is identified by commas:

He saw Nefertiti, his cat, playing with the string.

When meaning is separated by dashes:

He saw the ruby—a red precious stone—gleaming in the crown.

Verbal Clues

When the meaning and the word are linked by is called: A rich blood red is called crimson.

When an opposite meaning is indicated by instead of, not, but, etc.:
He is not a gentleman, but a boor.

LEVEL G

Uses typographical clues when footnoted definition or explanation is marked by asterisks or numbers, as The sultan* was just.
*sultan—the ruling sovereign of a Mohammedan state.

Recognizes mood or situation clues; unknown word fits situation or mood already established.

Everything seemed happy to him. The flowers smiled. The birds sang. He was ecstatic.

Downcast, dull, and dreary, he was the picture of despondency.

Reads and understands metaphors and similes.

He is a sly fox.

She is a perfect picture.

He is as strong as a lion.

His stomach shook like a bowl full of jelly.

LEVEL H

Extends the ability to use context clues in all content areas.

a. Uses the literature being studied and directs his attention to unfamiliar words whose meaning may be inferred from one of the context clues mentioned.

b. Becomes skillful in pinpointing the nature of the context clue and, therefore, is able to unlock the meaning of countless words hitherto unfamiliar to him.

c. Selects a variety of materials from social studies, science, and literature textbooks that illustrate the use of specific typographical devices and demonstrates an understanding of the reasons for their use.

d. Seizes opportunities in studying literature to analyze the effect on meaning of italics and quotation marks for special emphasis.

e. Uses typographical devices as an aid to summarizing and outlining in preparation for examinations and performance of assignments.

f. Deduces the definitions of unfamiliar words from sentences in which key abbreviations provide the clues to the meaning,
Example: i.e., e.g., viz.

SKILL	LEVEL B	LEVEL C	LEVEL D
II. GETTING AND INTERPRETING MEANING **A. Getting the Main Thought**	Develops the understanding that a series of connected sentences are related to a single main thought.	Develops the understanding that the main idea of a paragraph is usually expressed in the first sentence (in materials read at this level).	Develops the understanding that the main idea may appear at the beginning, middle, or end of a paragraph.

Language Arts: Expresses the main thought of a story read in a reader, trade book, etc., in answer to teacher's question.

Social Studies: Selects a title which best expresses the main idea of an experience chart.

(Title)

Parents work in many ways to make money.
Mark's father drives a truck.
Carmen's mother is a saleslady.
Betty's father is a watchman.
Joe's mother is a teacher.

Science: Draws a line under the main thought, e.g.,

Electricity works for us.
It gives us light at home.
It rings the bell at school.
It helps trains to run.

Language Arts: Recognizes and underlines the main thought in the first sentence of teacher-prepared material.

Science: Identifies the main thought in the first sentence of science texts, e.g.,

Shadows change in size during the day. In the morning your shadow may be long. At noon, however, it is very short. Toward evening it gets bigger again.

Social Studies: Finds the main idea in teacher-or class-prepared material, e.g.,

Community Helpers

Many people work to help us. The mailman brings our mail. The policeman helps us cross the street. The fireman puts out fires.

Language Arts-Social Studies: Elicits and underlines the main idea in paragraphs such as:

The children went into the barn. The stalls for the cows were very clean. The milking machines were shiny. The farmer said that cows must be kept clean and healthy.

Mathematics: Finds the problem statement when it appears at the beginning or end, e.g.,

Find how much money Tom and Jack will need to build their clubhouse if paint costs $1.79, wood $.53, and nails $.17; or

Tom and Jack want to build a clubhouse. Paint costs $1.79, wood $.53, and nails $.17. How much money will they need?

LEVEL E

Extends the skill to printed material in which the main thought is not clearly stated or stated over several paragraphs.

Social Studies: Elicits the main idea (e.g., explanation of dry farming) when it is expressed in two or three paragraphs.

I have discovered that I can raise certain crops by following the dry-farming method. These crops must be the kind that require little rain. Wheat is a good example.

First I divide the land into two equal parts. I sow half in wheat and let the other half lie fallow. That half rests.

I plow and cultivate the fallow land during the summer. I plow around the hills. This is called contour plowing. It helps the soil absorb the rain water. Next year, I will plant wheat in the fallow land.

LEVEL F

Is able to make generalizations on the basis of the evaluation of main ideas from several sources.

Social Studies: Reads accounts of causes of the American Revolution (or the War between the States or World Wars I and II) and generalizes as to the probable causes of wars in the past.

Language Arts: Reads and evaluates essays and articles on one specific topic and arrives at a generalization.

LEVEL G

Extends the ability to make generalizations and to arrive at creative decisions as a result of evaluation of main thoughts from several sources.

Social Studies: After reading several sources, sees the relationships between the Negro's slave status before the Civil War and his difficulties in striving for equality after reconstruction. Applies this generalization to the struggle of today's Negro for equality of opportunity.

Language Arts: Reads two reviews of a motion picture; compares the main ideas expressed in each and makes a decision to see or not to see the picture.

LEVEL H

Becomes skillful in getting the main thought of sentences, paragraphs, and longer selections.

Language Arts: Identifies various organizational structures of paragraphs as clues to main idea; enumeration of details, examples, cause and effect, chronology, and space order.

Develops awareness in interpreting paragraphs in which no specific topic sentence is apparent.

Analyzes the subordination and coordination of ideas in a paragraph as aids to getting the meaning.

Judges unity, coherence, and emphasis in paragraphs as an aid to pinpointing the meaning.

Science: Observes the basic structure of paragraphs in science textbooks with a view to formulating a guide to improved comprehension.

Applies his knowledge of scientific method to the pattern of paragraph structures he deals with in science textbooks.

Social Studies: Uses his knowledge of paragraph structures to help in outlining and summarizing salient material in reading assignments.

Mathematics: Practices verbalizing the thought kernel of problems.

Visualizes the space relationships called for in the solution of specific problems.

SKILL	LEVEL B	LEVEL C	LEVEL D
B. Finding and Relating Details	Develops the understanding that a series of connected sentences (spoken or written on this level of maturity and understanding) contain details which are related to each other and to the main thought.	Develops the concept that details fill out, extend, make specific, exemplify, clarify, and document the main idea.	Develops the ability to use details in preparing material for oral or written presentation; develops the ability to use details in making a point.

Language Arts: Learns to find specific details in simple reading material by finding answers to questions, e.g., What did the children bring to the party?

Science: Picks out, from an experience chart, details related to the main idea, e.g., What were some of the things our magnet could pick up?

Social Studies: Reads simple text for answers to questions, e.g., In what way does the policeman help us?

Language Arts: Reads vivid passages, recalls details, and describes or draws simple pictures including details.

Science: Reads and follows detailed step-by-step directions in order to perform a simple experiment, e.g.,

Plants Need Water

Materials:
- 2 four-inch pots
- 2 similar plants
- soil
- water

Directions:
1. Place soil in each pot.
2. Place plants in soil.
3. Every day, water one pot only.

Question: What did the plants look like
- on the first day?
- after a week?
- after 2 weeks?

Social Studies: Answers questions based on material read, e.g., We all know that different materials are used in constructing buildings. In what ways are these materials used?

Language Arts: Answers questions (taken from material read) asking for details—who, what, where, when, how big, what color.

Science: Uses details from printed materials to prove or refute a point, e.g., wheels move things more easily.

Social Studies: Supplies details from material read under a stated main idea, e.g.,

In different cultures around the world, some types of workers are always needed:
1. Workers to get food.
2. Workers to make clothing.
3. Workers to build homes.

LEVEL E

Relates details to each other according to purpose, e.g., time sequence, categories, etc.

Language Arts: Recognizes related ideas in several sentences and combines these into one sentence.

Science: Selects from biographical material the significant details that led a scientist to make an important discovery, e.g., Faraday-circuits; uses details in Faraday's experiments to explain how a scientist carried out his work.

Social Studies: Relates details to each other under various types of headings in simple outline form:

Country	Explorer
Portugal	Cabral
Holland	Hudson
France	Cartier

LEVEL F

Is aware of differing relationships among ideas and things. Groups related ideas under a main thought expressed as a generalization.

Social Studies: Reads about Venice and Stockholm, noting points of similarity. Lists points of similarity and gives his list a title that indicates that he recognizes the generalization that they are similar, e.g.,

Sister Cities: Stockholm and Venice
- Built on islands
- Sea oriented in their thinking
- Have canals
- Commercial centers

Similarly reads about Norway and Sweden and notes their differences in the following outline:

Unlike Neighbors

Irregular coastline of Norway
Regular coastline of Sweden
Norway on the Atlantic
Sweden on the Baltic Sea
Norway's financial difficulties
Sweden's thriving economy

LEVEL G

Is able to recall many details by organizing them into meaningful relationships with each other and with larger ideas.

Social Studies: Identifies products by relating them in his mind to the topography of the area which produced them or to the needs of the area which receives them.

Science: Identifies reactants by grouping those with similar actions and results.

Refines the use of clue words to signal another fact, another time, a specific instance, a conclusion.

Social Studies: "Hand craft was the traditional mode of making things for centuries, but the Industrial Revolution changed all that." What is the relationship of the clause beginning with "but" to what has preceded?

Science: "First, fuel is burned to make steam. Then the steam turns a turbine which, in turn, turns a generator. The generator produces electricity." What are the necessary steps in making electricity?

Language Arts: Identifies words such as also, in addition, moreover, further, still, yet, likewise, as signals to further details in plot development.

LEVEL H

Understands fully the importance of details to fill out the bare skeleton of main idea.

Language Arts and Social Studies: Understands the difference between details and the main idea of sentences, paragraphs, and longer selections and sees the relationship among them.

Judges the relevance of specific details to the main idea of selections.

Science: Follows significant details of experiments and specific directions for performing them.

Industrial Arts: Relates the important details of a job specification to the finished product.

Language Arts and Social Studies: Uses his own writings (compositions) as materials for testing relevancy or irrelevancy.

Uses the materials he is currently reading as a source of examples of details, relevant or irrelevant, to an author's intention.

Mathematics: Distinguishes between relevant and irrelevant numerical and verbal details.

SKILL	LEVEL B	LEVEL C	LEVEL D
C. Determining Sequence	Develops the understanding that a series of events occurring within one episode may be ordered sequentially.	Recognizes the relationship of sequence to meaning.	Uses sequential order to make interpretations and predictions; recognizes key words as clues to sequential development.
	Language Arts: Listens to a simple story and is guided to develop an understanding of sequence by answering such questions as: What happened first? What happened next? **Social Studies:** Places pictures in sequential order to develop a simple time line. **Science:** Participates in the writing of experience charts based on firsthand observations: How long is a day in fall, winter, and spring?	**Language Arts:** Reproduces story heard or read by drawing several consecutive pictures of events in sequential order. **Science:** Plans and lists (in proper sequence) steps needed to carry out a science experiment. **Social Studies:** Reads several sentences describing an event connected with the unit under study; arranges these in correct order, e.g., When people needed to travel, they used stagecoaches drawn by one or two horses. The first European settlers traveled from place to place on foot, on horseback, or in wagons drawn by horses. When the Indians lived in New York, they traveled on foot. Later, people traveled long distances on trains drawn by steam engines instead of horses.	**Language Arts:** Predicts outcome of story stemming from logical sequence of events; picks out key words or phrases which highlight sequence, e.g., now, then, after a while, today, yesterday, tomorrow, in the first place, in the second place, etc. **Science:** Is able to renumber or rewrite in sequential order facts taken from text. **Social Studies:** Studies two pictures of related events in growth of towns, cities, or nations to determine time span and sequence of events between them. **Physical Activities:** Gives facts sequentially when explaining how to play a game.

LEVEL E

Extends the understanding of sequence of time, place, and thought in more complex material.

Language Arts: Develops the ability to order events in sequence of time, place, and thought in material read independently for recreation or information.

Science: Becomes aware of the importance of sequential order in analyzing cause-effect relationship in texts dealing with the effects of air pressure, effects of seed dispersal, etc.

Social Studies: Develops the ability to read and construct time lines based on material presented in one or more texts.

LEVEL F

Identifies sequence and records details accordingly.

In all subject areas:

Performing an experiment in science
Following directions in a shop
Following a recipe in cooking
Following a pattern in sewing
Solving math problems
Learning a new sport technique
Following the plot of a story
Following the reasoning in an argument or a discussion
Following the author's organization of sequence in a textbook chapter.

Determines sequence when it is stated and identifies the type of relationship, i.e., spatial, chronological, logical, topological, on which the sequence is based.

Social Studies: Reads a time line that shows a temporal relationship among events, current or historical.

Establishes a time line or clock face listing prehistoric development of man.

LEVEL G

Determines sequence when it is not specifically stated, using logical reasoning and placing details in parallel order.

Social Studies: Identifies sequence of events or parallels occurrences related to one another: French Revolution–American Revolution.

Science: Reads a description of the origin of Mars and identifies the spatial relationships implicit in the text.

Our solar system is an infinitesimally small bit of the universe extremely isolated in space. Sunlight, which travels at the speed of more than 186,000 miles a second, takes 8 minutes to reach the earth and 5½ hours to reach Pluto, the outermost planet. Yet it takes this same light, traveling at the same speed, over 4 years to reach the nearest star! We are indeed widely separated from our neighbors; but astronomers tell us that all stars have much in common and that they probably all had the same origin.[1]

[1] *Mars: Planet Number Four* by Franklyn M. Branley.

LEVEL H

Determines the proper sequence of details.

Language Arts: Applies his understanding of sequence to planning single- and multiparagraph writing.

Reproduces the sequence of events in a story or play that explains the actions or decisions of specific characters.

Analyzes the sequential order of ideas that leads to an author's particular conclusions.

Judges the adequacy of the sequential order of ideas; from general to specific; from known to unknown; from cause to effect; from least important to most important, etc.

Industrial Arts: Analyzes sequence of steps in a construction project to determine the most economic procedures.

Evaluates the sequence of steps to determine clarity and validity in relation to project.

Science: Evaluates the sequence of steps in an experiment as a predictor of the outcome. Constructs flow chart of an experiment on the basis of the sequence of given steps.

Social Studies: Demonstrates understanding of time sequence or date line in reading about a particular event.

Identifies specific details in charts or graphs as they relate to portions of assigned texts.

SKILL	LEVEL B	LEVEL C	LEVEL D
D. Drawing Inferences	Develops the ability to predict outcomes of events and actions of characters.	Recognizes cause and effect relationships; develops the ability to pick most logical of several given reasons to predict outcomes.	Expands the literal meaning of sentences to include the implications.
	Language Arts: Reads a simple story in the reader and develops the ability to supply his own ending by drawing a picture; develops the ability under teacher guidance to predict coming events from pictures in his book; checks predictions by reading and discussing the story; develops empathy for the story characters.	**Language Arts:** Uses story and picture content to interpret the motives and reasons for the feelings of story characters.	**Language Arts:** Reads for clues that tell how characters look, feel, talk; realizes the impact of action words (such as hurried, dashed, crept) and begins to understand how these and other vivid words serve as clues in predicting events.
	Science: Reads experience charts or simple texts about magnets from which he may predict which of a series of objects the magnet will pick up.	**Science:** Attempts to predict the effect of lack of water on plants by selecting most logical among several reasons given.	**Social Studies:** Is guided by thought-provoking questions to make inferences about the values of people living in different cultures around the world.
	Social Studies: Predicts outcomes by viewing filmstrips and guessing what the next frame will show.	**Social Studies:** Relates the quantity and variety of food in markets and stores to the ease of transportation.	

LEVEL E

Continues to expand the literal meaning of material read to include implications and ramifications.

Language Arts: Interprets figurative language and shades of humor in stories and poems, e.g., "The Walrus and the Carpenter" by Lewis Carroll; demonstrates understanding of character traits by portraying character in dramatization, e.g., Benjamin Franklin.

Social Studies: Expands literal meaning of several sentences to include intended implications when reading biographies of famous people, e.g.,

His vision was magnificent, his effect was far-reaching, he was a man above all men. Yet, none could call him proud. None could call him self-seeking. All could call him friend.

LEVEL F

Infers the meaning of a simple proverb or maxim and relates it to his own activities.

Language Arts: Develops simple proverbs or maxims from classroom activities relating them to what he has read. Infers the meaning of "a stitch in time saves nine" and applies it to doing homework and preparing for tests.

In carrying out classroom routines, finds that it is impractical to have too many people working at one task and may say:

"Too many cooks spoil the broth."
"If you would have something done well, do it yourself."

Social Studies: Sees applications in out-of-school situations of proverbs and maxims learned in the classroom. May describe human relations with:

"Do unto others"; "Turn about is fair play"; "Sauce for the goose is sauce for the gander."

LEVEL G

Infers relationships not stated. Notes cause and effect relationships, draws conclusions.

Social Studies: Reads of a shipping strike in England and infers probable effects relative to travel, food, trade, government, and the labor movement.

Mathematics: Infers relationships from a given problem.

Problem: The perimeter of a square is 4 times the length of its sides. What is true of the square and its relationship to the sides?

1. Quotient of the perimeter divided by one of its sides is a constant (4).
2. Length of a side is always 1/4 the length of its perimeter.

LEVEL H

Develops inferential skills to new level of refinement with increasingly complex material.

Language Arts: Infers relationship between people from statement such as:

She received him with a curt greeting.

Social Studies: Draws correct inference from use of metaphorical expressions in common usage:
Example: "the Cold War," "the Iron Curtain," "The cradle of civilization."

Recognizes logical fallacies.

Language Arts and Social Studies: Identifies in speeches, political commentaries, and the like, the following areas in which logical fallacies frequently occur:

cause and effect: If B occurs after A, then A must have caused B.
Astrology, human and animal sacrifice, many advertising claims have been based on this fallacy. (Note that A and B may be related causally to an extent.)

false analogies: Exaggerating similarities and ignoring or playing down differences between things. "What good is putting up a line of radar stations around the country when the Great Wall of China and the Maginot Line of France didn't work?"

Concomitant Development of the Comprehension Skills

The following illustrations are designed to show the concomitant development of the comprehension skills. The comprehension skills–main thought, details, sequence, inference–are developed independently of one another in this illustration. All, however, may be developed in relation to the same paragraph. The teacher may use the same material to develop any one of the skills or to review all of the skills.

LEVEL B

The first example, at Level B, is based upon an experience chart.

Parents work in many ways to make money.

Mark's father drives a truck.

Carmen's mother is a saleslady.

Joe's mother is a teacher.

MAIN THOUGHT

Develops the understanding that a series of connected sentences (a paragraph) contains a single main thought which (at this level) generally appears at the beginning of a paragraph.

What would be a good title for this chart?

DETAILS

Develops the understanding that a series of connected sentences (a paragraph) contains details which are related to one other and to the main thought.

How many different types of work are mentioned?

SEQUENCE

Develops the understanding that a series of events occurring within one episode may be ordered sequentially.

Whose parent was named first? Which sentence tells about the teacher?

INFERENCE

Develops the understanding that comprehension often requires the reader to go beyond the literal comprehension of a selection and to 'read between the lines.'

Do the fathers work indoors or out?

Concomitant Development of the Comprehension Skills

LEVEL F

The noise of building construction is often deafening. The fumes of automobile exhausts are suffocating. Crowded subways and stores are bone-crushing. All in all, living in the city has many disadvantages. It takes a certain type of person to be a city dweller and a peculiar type to be a New Yorker.

MAIN THOUGHT	DETAILS	SEQUENCE	INFERENCE
Develops the understanding that a series of connected sentences (a paragraph) contains a single main thought which may (at this level) appear at the beginning, middle, end of a paragraph.	Develops the understanding that a series of connected sentences (a paragraph) contains details which are related to one another and to the main thought.	Develops the understanding that a series of events occurring within one episode may be ordered sequentially.	Develops the understanding that comprehension often requires the reader to go beyond the literal comprehension of a selection and to 'read between the lines.'
What is the main thought and where is it found?	Which details in this paragraph are related to the main thought? Which are not?	In what order are the details which support the main idea stated?	What kind of person does it take to live in a big city like New York?
In order to answer this question, the reader must	Read through the details of the paragraph relating them to one another and to what has tentatively been selected as the main idea.	Note the sequence of presentation of facts leading up to the conclusion (main thought).	Determine the causes that lead up to the effect (main thought). Distinguish between relevant and irrelevant details.

SKILL	LEVEL B	LEVEL C	LEVEL D
E. Critical Reading **1. Distinguishing Between Fact and Opinion**	Evaluates (in the light of his own experiences) incidents or statements in material read individually or by the teacher. **Language Arts:** After listening to stories, answers such questions as: Why do you think I read this story? Do you think it was fair for____? What did the boy do? What do you think the boy should have done? **Social Studies:** After reading experience charts connected with topic, Workers in Our Community, answers such questions as: Which worker would you want to be? Why? Which job could you do best after reading this story?	Recognizes difference between "thinking" and "knowing." **Language Arts:** After reading story about an airplane, determines whether it gives factual information on transportation. **Mathematics:** Shows two candy bars; asks for opinion as to cost of bar. Has pupils read candy wrapper which gives price. **Science:** Child tells what he thinks are the eating habits of the beaver. Reads simple factual material on the beaver. Compares what he thought with what he has just read.	Evaluates material read to distinguish between fact and opinion and to arrive at logical conclusions. **Science:** Recognizes words that imply opinion as distinguished from fact, e.g., It is believed that man may live on the moon in years to come. (opinion) vs. Man is practicing to survive in space with the moon as his future destination. (fact) **Social Studies:** After reading about different cultures from a variety of sources, evaluates the validity of information and comes to the conclusion that in many respects people are the same in these cultures, e.g., all have schools of one type or another which are similar in some respects (such as . . .) and different in others (such as . . .).

LEVEL E

Develops the ability to evaluate material critically for author's point of view, purpose; distinguishes between the relevant and the irrelevant.

Science: Discusses author's purpose in writing a book. Is he distorting the facts in order to entertain or are the scientific facts correct?

Mathematics: Selects relevant facts in a problem, e.g., Joe, who is 8 years old, hit the target 13 times. Sam, who is 12, hit the target 27 times. How many times was the target hit?

LEVEL F

Uses clue words to find sources of information in news reports, editorials, pamphlets, etc.

Evaluates sources to determine probable point of view.

Evaluates sources for validity and reliability.

Social Studies: Reads the newspapers and actively notes the clue words that sometimes give an indication of sources, or differentiates between fact and opinion. Looks for expressions such as:

In my opinion
An authoritative source states
A usually reliable source states
The State Department states
The United Press states

Science: Looks for the sources of scientific statements in advertising:

Scientific tests show that X toothpaste prevents cavities. (But which tests?)
People who know coffee know that X brand buys rare beans.

LEVEL G

Evaluates sources to determine probable point of view.

Social Studies: Becomes aware of and evaluates effect of slant due to:

–prevailing views of time period in which the selection was written
–prevailing local or regional views of the area in which the author lived
–philosophical views and convictions of the author

Science: Examines conflicting statements on, for example, fluoridation and tries to determine relative consistency of ideas of a particular source.

LEVEL H

Watches for unidentified sources and vague generalizations.

Language Arts and Social Studies: Learns to recognize and interpret stock expressions, such as "They say that.." or "It's known that ...", which frequently signal opinion rather than fact.

Checks to see whether conclusions or generalizations are supported by adequate evidence.

Recognizes shortcomings of statements that cannot be verified.

Questions generalizations, especially those that are the result of faulty logic.

Recognizes the devices to slant statements. (See Recognizing Propaganda Techniques.)

Social Studies: Examines passages from newspapers, periodicals, and textbooks and analyzes whether they are statements of fact or opinion.

Develops objective criteria for judging whether a statement is fact or opinion or true or untrue (unproved). Seeks authoritative sources of information.

Science: Conducts experiments and analyzes to separate the facts from mere expressions. Performs timed experiment in organizing and classifying similar to the one described on page 47 of *Reading in the Subject Areas: Grades 7, 8, 9.*

SKILL	LEVEL B	LEVEL C	LEVEL D
Critical Reading *(continued)*			
2. Using Logical Reasoning to Recognize Sales and Propaganda Techniques		Begins to recognize "sales" techniques. **Language Arts:** Listens to and reads TV commercials; compares claims with actual item when received. **Health Education:** Recognizes difference between claim read on cereal box and actual effect of cereal.	Extends recognition of "sales" techniques to other reading materials. **Language Arts:** Reads advertisement and compares claims with own experience, e.g., Boys run faster when they wear . . . sneakers. **Social Studies:** Reads advertisement for familiar map game. Compares claimed progress in study skills with actual gain experienced.

LEVEL E

Continues to be alert to the "bandwagon" approach.

Language Arts: Reads travel folders and ad section of newspaper. Analyzes such statements as: If you're the only one in your group who hasn't been to . . . , you must plan to go now. Every school girl needs a . . . pen for better writing. Do you have one?

Social Studies: Reads articles in magazines and newspapers which urge or condone specific behavior, e.g., exaggerated claims of injury in an accident, on the basis of "common practice."

Science and Health: Reads different points of view on topics such as air pollution, fluoride in drinking water. Recognizes use of such words as people believe, everyone knows to support opposite points of view.

LEVEL F

Is able to recognize slant, bias, and propaganda.

Social Studies: Recognizes the use of the political slogan–

"Van, Van is a used up man."
"DFV–a tired old man."

Recognizes the use of patriotic slogans
"Remember the Alamo."

Health Education: Recognizes card stacking:
Brushless toothpaste tastes better and results in fewer cavities. (Tastes better than . . . . what?)
Results in fewer cavities. (Than what?)

LEVEL G

Recognizes slanting and loaded words.

Social Studies–Current Events: Collects and examines editorials on the same topic from publications of opposing views.

Compares the pro and con letters received by newspapers and magazines on current issues and happenings.

Compares his own impressions of an event with a subsequent newspaper account of it.

Detects slant in many forms of communication:
In Reporting:
–quotations given out of context
–facts sifted and only those which support a particular view are used
–misleading headlines color a subsequent story
–unverified statements made with those that are verified

In Editorials:
–invalid use of statistics, studies, polls
–unwarranted authority invested in sources (It must be true; it's in the *Congressional Record*)
–establishing guilt by association or innuendo

Science: Makes judgments such as "atomic testing has had little or no effect on the weather."
Who is best qualified to make this judgment? You, or
a. a director of the weather bureau
b. president of a bird watcher club
c. professor of American government?

LEVEL H

Expands and refines the ability to recognize slanting and use of loaded words; weighs evidence presented.

Language Arts and Social Studies: Recognizes, identifies, and collects multiple examples of propaganda of the following types:

name calling: "well-meaning incompetent"; "do-gooder"
glittering generality: "Ours is the party of the people."
unsupported statement: "It is well known that ...." "Scientists agree ...."
testimonial: "George Washington slept here."
plain folks: "I'm one of you folks, born and raised in these mountains."
the big lie: North Korea, while invading South Korea, says, "South Korea is attacking us."
incomplete truth: "The review said that it's devastating." (Complete truth: "devastating in its dullness")
unverified statement: "Nine out of ten teenagers express approval."
faulty interpretation: "Isn't it appalling that half the students in the United States are below average on standardized reading tests?" (By definition, the median is the point at which half are above and half are below.)

SKILL	LEVEL B	LEVEL C	LEVEL D
III. DEVELOPING WORK-STUDY SKILLS			
A. Following Directions	Follows oral directions given in uninterrupted sequence; follows simple directions independently.	Gains independence in following simple printed directions in practice materials.	Develops the ability to observe a specific pattern in following directions; reads entire problem for general idea, rereads to note specific steps to be taken, carries out steps, reads problem again to insure all steps were fully carried out.
	Art: Follows directions on chart, e.g., Making Leaf Pictures 1. Collect leaves. 2. Paste leaves on paper. 3. Add lines in crayon. 4. Write a title.	**Mathematics:** Uses directions in order to carry out process required, e.g., add, subtract, find the next number.	**Mathematics:** Applies above skill to exercise requiring problem solving rather than simple computation.
	Science: Follows oral directions and/or experience charts in noting effects of extreme cold on water.	**Language Arts:** Reads and follows directions connected with independent activities in workbooks, e.g., draw a line from _____ to _____; draw a circle around _____; etc.	**Science:** Follows above steps in carrying out or preparing an experiment, e.g., How to Make Bottle Whistles.
	Language Arts: Reads directions to complete activities such as: Draw a box. Put a ball on it. Color the ball green.	**Social Studies:** Reads and follows directions in order to take a trip by subway to a New York City point of interest.	**Social Studies:** Observes above steps in constructing maps or exhibits in connection with culminating activity for Cultures Around the World.
	Social Studies: Reads directions on chart of Classroom Helpers in order to carry out a task.		

LEVEL E

Extends the ability to follow independently precise, written directions.

Science: Works on independent projects and experiments, e.g., preparing temperature chart.

Mathematics: Works out problems involving more than one process, e.g., Tom and Carlos are collecting bottle caps. On the first day they each collect 5. On the second day, Tom gets 2 and Carlos gets twice as many. How many caps do they have?

Language Arts: Reads and completes teacher-constructed puzzles and finds the correct solution.

Fills out forms such as heading in standardized test form, opening a bank account, etc.

Social Studies: Follows writing directions for constructing a time line, e.g., Man Who Made America Grow.

LEVEL F

Masters the art of following directions by refining the use of a guide, such as the following:

- Read the title.
- Read all the directions.
- Circle the key words and specific steps.
- Follow step by step.
- Reread directions and check for accuracy.

Social Studies: Fills in questionnaire form for classmate's survey of opinion, following printed directions.

Science: Reads entire selection preparatory to performing an experiment. Encircles key words and phrases; gathers necessary materials; determines exact sequence of steps, numbering it in text, and then does experiment. Finally checks results against stated aims or purpose.

LEVEL G

Follows complex directions:

- Read the title.
- Read all the directions and diagrams carefully for the overall picture.
- Look up unknown words.
- Follow the steps one by one and relate each step to the final goal.
- Check.

Industrial Arts: Follows directions for making a model where he needs to go from diagram to printed directions and vice versa frequently for more explicit information and as a check against himself throughout.

Guidance: Follows directions for filling out an application for a position; follows directions for writing a letter requesting a letter of recommendation.

LEVEL H

Extends the ability to follow directions to situations that reflect real needs in the outside world.

Vocational and Career Guidance: Prepares complicated applications and forms (for college admission and employment) in which he aims for complete accuracy and relevance of information.

Mathematics: Applies knowledge of theorems and postulates to given data for the purpose of working out alternate solutions to a problem.

Science: Follows directions for making a home compass with the use of wrist watch and answers practical questions regarding compass directions accurately.

SKILL	LEVEL B	LEVEL C	LEVEL D
B. Locating Information **Note: In this bulletin locating information is confined to information in printed materials. The teacher should be aware of and use other sources, such as audio-visual, firsthand experiences, etc.**	Becomes aware of various sources of information; understands the use of the table of contents; uses alphabetical sequence in locating information.	Masters correct sequence of the alphabet and alphabetical order by second letter; begins to use library as a source of information; uses table of contents independently.	Becomes aware that information may be found in many types of printed materials; begins to develop skill in deciding which reference to use to find specific information; extends dictionary skills.
	Language Arts: Uses knowledge of alphabetical sequence and relationship between capital and small letters to locate words in picture dictionary, e.g., Mother, carry, hot, Christmas, etc.	**Language Arts:** Uses spelling list and picture dictionary as a reference for the correct spelling of words; arranges words in alphabetical order by the first two letters.	**Language Arts:** Uses knowledge of alphabetical sequence to determine the right section of the dictionary for locating words; begins to use the dictionary for reference and is aware that one word may have several meanings, e.g., note–to see, notation on the staff, short letter.
	Social Studies: Develops experience chart with teacher. How We Will Find Out We will ask our parents. We will look for pictures. We will look for books. We will watch TV.	**Social Studies:** Uses table of contents independently to locate stories, pages on Workers in Our City.	**Science:** Uses the guide words at the top of the page in dictionary to find a specific word related to the topic under study.
	Science: Uses table of contents under teacher direction to locate specific title and page on which a story starts, e.g., "A Windy Day."	**Science:** Brings to class books from the local library connected with the topic. *Timmy and the Tin-Can Telephone* *Sounds All Around* *True Book of Sounds We Hear*	**Social Studies:** Evaluates various sources–reader, trade book, textbook, dictionary–as sources of information on topic under study.
	General: Becomes aware of various types of books, i.e., readers, science books, picture dictionaries, content area picture books.		

LEVEL E

Understands the place of and the use of table of contents, index, and glossary in various types of books; extends knowledge and use of the dictionary; shows limited use of encyclopedia; becomes aware of the function of chapter and paragraph headings in books; extends the ability to skim.

Social Studies: Goes to other sources for information about topic—radio, television, advertisements, special resource personnel; understands the difference between a table of contents and an index in locating information.

Science: Uses the alphabetical guide letters and index in locating a topic in the encyclopedia; uses chapter and paragraph headings when looking for information on electricity.

Language Arts: Uses the dictionary for pronunciation as well as meaning of unknown word; skims texts to find character clues, favorite passages.

LEVEL F

Interprets research questions effectively and selects key words to aid in location of materials.
Rephrases questions to sharpen the direction to research.

Social Studies: During a "study in depth" of products of our nation the question may arise: In what states are the most oranges and peaches grown? The student proceeds from: oranges and peaches to fruit to United States, fruit production to lists of fruits by states.

Science: Research topic: What effect have the waste materials from our manufacturing plants had on our rivers as sources of drinking water?
The student rephrases the question in his mind and thinks of water pollution or conservation of water. He also considers such topics as the industrial growth near rivers, etc.

→

LEVEL G

Locates appropriate sources; appraises usefulness. Utilizes general sources to obtain a broad picture before going to specifics.

Social Studies: Research topic: How are the new countries of Africa developing their natural resources? First source might be the Almanac to get the dates of independence and to find out which are the "new" countries. The student then consults each country's listing in an encyclopedia to find out about its resources.

Science: General research topic: What types of climate are found on our earth? Sources: glossary of a textbook; map showing climatic conditions on the earth as related to latitude; science encyclopedia or geography text for a detailed description of various types of climate.

Language Arts: Applies criteria such as the following in judging dictionaries:

1. Are the definitions of words clear in themselves without reference to other definitions?
2. Is the pronunciation key readily understandable?
3. How up-to-date is the information in the book?
4. To what extent is its coverage complete or adequate?

All curriculum areas: Uses the copyright date and the latest publishing date where material must be up-to-date or must be of a period.
Interprets graphic material and integrates it in his reports and papers.
Uses parts of a book for a quick overview or a detailed investigation.

LEVEL H

Refines and extends research techniques; appraises sources.

Social Studies, Science, Industrial Arts: Uses a variety of textbooks to become familiar with the location and function of each of the following:
title page, copyright page, table of contents, index, glossary, appendix, frontispiece, jacket, list of maps.

Carries out specific assignments involving use of library exhibits, microfilms, recordings, picture file, and vertical file.

Learns the importance and specific uses of footnotes.

Understands the function of a bibliography and acquires respect for scholarship of the author.

Language Arts: Becomes familiar with the contents and arrangement of the unabridged dictionary. Uses the thesaurus and dictionary of synonyms and antonyms. Performs assignments that give him knowledge of the contents and functions of works such as Brewer's *Dictionary of Phrase and Fable,* Benet's *The Reader's Encyclopedia,* Bartlett's *Familiar Quotations,* Granger's *Index to Poerty and Recitations.*

Becomes aware of the existence of other specialized reference books and their uses: *Who's Who, Who's Who in America, Dictionary of American Biography, Information Please Almanac.*

SKILL	LEVEL B	LEVEL C	LEVEL D
C. Selecting, Evaluating, Recalling Information	Develops the ability to select from several responses the one that best answers the question posed; recalls main incidents in material read.	Begins to develop the ability to listen to a speaker and to recall facts given; evaluates several responses and selects the most suitable.	Develops the ability to read for information in content area text- and trade books; shows ability to retain and recall what has been read; develops the ability to garner facts from short talks or from an informative selection read by the teacher.
	Language Arts: After reading a story, selects the response in teacher-prepared or workbook material that best answers the question. **Science:** Recalls main incidents in experience chart developed, following an actual experience, such as a neighborhood walk.	**Social Studies:** Listens to speakers representing various ethnic groups—people in New York City; recalls material presented to write an experience story with the teacher. **Language Arts:** After reading a selection, selects the best response to complete a statement, e.g., Little Bear ran into the cave to hide from the hunter. take his winter nap. look for honey.	**Social Studies:** Listens to resource person describe life on a kibbutz in Israel; relates this material to material read in social studies text. **Mathematics:** Reads problem, selects, and evaluates facts in the light of the question asked. **Science:** Follows talk by older child at Science Fair; recalls facts and information upon reporting to class.

LEVEL E

Continues to develop the ability to listen to a speaker with sustained attention; recalls pertinent facts, restates them clearly; organizes facts gathered from more than one source.

Language Arts: Listens to talk by school librarian on the use of the library as a source of research material, recalls the facts, and restates them in the form of a chart "Guide to Material in the Library."

Social Studies: Uses various sources to locate information on Robert Fulton–biographical sketches, encyclopedia, texts, and trade books; organizes facts into a report to be presented orally or in writing.

Science: Refers to various materials–newspapers, periodicals, texts to support information on the appearance, size, and apparent movement of the moon.

LEVEL F

Appraises sources for probable reliability.

All curriculum areas:

Chooses from a compilation of information the facts pertinent to his report, to his point of view in a discussion or a debate, or to making sound judgment.

Integrates knowledge gained from many sources into well-organized, clear, accurate and concise talks or papers.

LEVEL G

Begins to develop more organized methods for recalling information read.

Social Studies: In reviewing a chapter read in preparation for an examination, uses a study formula such as SQ3R, e.g.,

- S – surveys the chapter title, topic and subtopic headings to pick up the main ideas of the chapter
- Q – turns each topic into a question to give direction to his reading
- R – rapidly reads the material to answer questions and fill in information
- R – recites or recalls the answers to questions previously posed or to questions at the end of the chapter
- R – reviews the material by constructing an outline for further study or by writing a summary.

LEVEL H

Refines organizational methods for recalling information.

Masters ability to study effectively through use of SQ3R or some personally developed method.

Develops a system for memorizing blocks of information through concurrent note-taking or interlinear comments.

Takes part in discussion groups formed for the purpose of reviewing materials read to prepare for a test or report to the class or larger group.

Appraises validity of source materials

Language Arts and Social Studies:
Works out and applies in research projects criteria for evaluation similar to the following:

Does the author maintain an objective tone throughout?

What evidence is there that the author is scholarly and knows intimately what he is writing about?

To what extent does the writer avoid the use of slanted or emotionally charged words?

Is the organization logical and clearly developed?

Are the conclusions drawn by the writer related logically to the facts and supporting details presented?

SKILL	LEVEL B	LEVEL C	LEVEL D
D. Organizing Information	Begins to use word classifications.	Organizes materials in simple chart or story form.	Prepares material according to predetermined format; develops understanding of outline technique.

Language Arts: Classifies words as

Happy Words	Sad Words

Science: Constructs charts based on actual experiences, e.g.,

Will a Magnet Pick Up

	Yes	No
a pencil?		
a nail?		
a crayon?		
a pin?		

Social Studies: Cooperatively develops chart following work on topic.

Fun in New York

1.
2.
3.
4.

Science: After actual experience and reference to texts and pictures, writes experience chart.

Planting a Lemon Seed

Caryl brought some lemon seeds to school. We washed the juice off them. We put four in a pot with some soil in it. See our lemon plant now.

Science: Follows format in presenting science experiment.

Feeling Sound Vibrations

What I want to find out:

What I need:

What I did:

What I discovered:

LEVEL E

Writes simple summary of facts.

Social Studies: Follows simple outline form in summarizing facts, e.g., People Who Developed Modern Science and Industry

Transportation
- Wright Brothers
- Lindbergh
- Ford

Communication
- Marconi
- DeForest
- Mackay

Industry and Finance
- Carnegie
- Schwab
- Rockefeller
- Giannini

LEVEL F

Develops skill in selecting significant facts when preparing a summary of something that he has read.

Lists main and subordinate ideas in appropriate sequence and relationship.

Uses main thoughts and major details to form a simple sentence outline, a topic outline.

Language Arts: Makes a topic outline from notes taken on a visit to the museum. Decides on main topics according to purpose of visit, e.g.,

I. The habitat of wildlife
   - A.
   - B.
   - C.

II. Types of trees
   - A.
   - B.
   - C.

Science: Reads about the Curies and lists the main events which led up to the discovery of radium. Notes the relationship between their work and that of other scientists and mathematicians of their day.

LEVEL G

Organizes ideas in a pattern which is appropriate and specific to the use for which they are intended.

Language Arts: Lists storybook characters according to their outstanding characteristics: soldiers, teenagers, boys.

Social Studies: Groups products by areas from which they come, by the area to which they are sent, matched with their complement for exchange.

Science: Groups foods by the nutrients contained, by the relative cost, by ease of preparation, for use as a balanced diet.

Develops the ability to outline paragraphs and longer selections using Harvard outline form.

I.
- A.
  1.
  2.
  3.
- B.
  1.
  2.

II.
- A.
  1.
  2.
- B.
  1.
  2.
- C.

LEVEL H

Develops the specific purposes for making summaries.

Language Arts and Social Studies:
Practices extracting the main idea of carefully selected passages.

Learns a variety of uses for summaries of materials read.

Sets word limits on summaries that he writes to obtain maximum compression or condensation of content.

Submits summaries he has written to the class for criticism of accuracy, completeness, and avoidance of redundancy.

Develops competence in taking notes. Tests reliability of note-taking system in preparation for examinations, oral reports, and the like.

Language Arts and All Other Subject Areas:
Develops and practices a system of note-taking similar to the following for reading or lectures:

a. Writes down the main points briefly stated.
b. Sifts these main points, eliminates duplication, and groups them under common headings, if possible. Leaves space for making later additions.
c. Rereads the selection or chapter rapidly to add any omitted points or essential details.

Masters the ability to outline longer selections, chapters, etc., using both major and minor details.

SKILL	LEVEL B	LEVEL C	LEVEL D
E. Using Graphic Representations (maps, globes, charts, diagrams)	Develops the ability to locate places on simple maps; continues use of charts.	Becomes aware of the globe as a representation of the world; becomes aware of directions; understands that small things on a map stand for big things in reality.	Begins to use compass rose; understands physical and political features; develops geographic vocabulary; develops the ability to read and follow diagrams and charts.

Social Studies: Makes large plan to represent classroom, school block; locates farm areas on map of the United States.

Science: Follows simple map of the community in looking for Animals in Our Neighborhood; constructs and reads chart developed as a result of this experience, e.g.,

Animal	Where We Saw It

Health: Understands the purposes of and helps in developing charts related to health learnings, e.g.,

We Have Visited the Dentist

Name	Date

Social Studies: Locates New York City on a map; compares map location to globe location; uses map of New York City to locate water areas, bridges, tunnels, points of interest; uses legend to understand symbols; compares size of simple large scale maps of the classroom, neighborhood, and community to the things they represent.

Social Studies: Uses compass rose to find direction when locating Argentina (Cultures Around the World); picks out countries on the map by their distinguishing color; uses words such as direction, route, river, ocean, lake, country, state, city, mountain, plain.

Science: Follows diagram to make a simple homemade anemometer.

Music: Follows notes on staff to sight-read music.

LEVEL E

Extends knowledge of map symbols; interprets simple pictorial, circle, bar graphs.

Social Studies: Locates cities and capitals by symbols when discussing birthplaces of great Americans.

Science: Reads and interprets bar graph, showing hours of daylight.

Mathematics: Reads circle graph in order to solve a problem, e.g.,

The above circle indicates how John spent his dollar. What percent did he spend on candy? On toys? On a comic book?

LEVEL F

Extends his ability to derive meaning or information from bar and line graphs, different types of map projections, and more complex diagrams related to his reading in the content areas.

Social Studies: Uses a Civil War map to follow the progress of both Union and Confederate armies.

Mathematics: Makes and applies a line graph as he follows directions for a specific problem. Sees the relationship of a bar graph to a line graph dealing with similar statistics or figures.

Science: Converts a bar graph to a line graph showing amount of rainfall in an area.

LEVEL G

Becomes adept in utilizing skills of reading complex symbolic representations of various patterns of relationship.

Music: Reads and follows a music chart in two-part or group singing.

Health Education: Follows progression of steps in a chart that teaches the steps of a dance.

Language Arts: Charts rising and falling action in a play or novel to show development, climax, and denouement of plot.

Social Studies: Learns significant differences among various types of map projections.

LEVEL H

Masters use of all types of charts, maps, graphs, and other symbolic representations.

Uses more complex materials in all subject areas.

Language Arts: Relates a symbolic view of Dante's Inferno to the specific passages in a translation of *The Divine Comedy.*

Chemistry: Interprets chemical equations and relates them to appropriate charts of atomic weights and valences.

Prepares and interprets structural charts of elements and chemical compounds to text descriptions of same.

SKILL	LEVEL B	LEVEL C	LEVEL D
F. Mastering the Mechanics of Silent and Oral Reading	Masters left-to-right progression; handles book properly; reads silently with comprehension; begins skimming under teacher direction.*	Masters return sweep; develops ability to read aloud with proper emphasis and clear pronunciation; extends ability to scan for details to include longer selections.	Becomes aware of different rates in reading; continues practice of scanning and follows sequence in choral speaking and dramatic readings.
	Language Arts: Consistently reads from left to right materials on experience charts and in books; looks at words from left to right, avoiding confusion between saw-was; skims material indicated by teacher to locate person, color, number, object, e.g., "On page 17, find the part that tells us who came to visit Uncle Ned." Holds book comfortably, turns page from top with two fingers of right hand.	**Language Arts:** In response to teacher's question, reads orally selection from previously read material with understanding; scans an entire story to find required information, e.g., "Where does it tell us why the boys didn't want to go to school?"	**Mathematics:** Demonstrates careful detailed reading of problems.
		Social Studies: Has no difficulty with return sweep when reading material of increasing complexity.	**Science:** Scans a narrative in order to find materials necessary to prepare an exhibit on the daily cycle of night and day.
			Social Studies: Skims through material in order to find the section dealing with occupations of people in the plains of Argentina; reads this section at a slower rate.
			Language Arts: Prepares choral reading selection and follows sequence of parts, shares reading of short plays with other children.

*NOTE: In this publication the term scanning is used to refer to rapid reading when looking for specific details, the answer to a question, etc. The term skimming is used to describe the act of rapid reading for main ideas and general impression.

LEVEL E

Reads silently more rapidly than orally; adjusts rate to suit purpose; develops skill of effective delivery in oral reading.

Social Studies: Shows evidence of rapid silent reading when reading biography of Benjamin Franklin for general information compared to slower rate when gathering factual data from source material.

Science: Reads science fiction material with less attention to detail than a book such as *Atoms at Work.*

Language Arts: Reads to class previously prepared material with emphasis on enunciation, thought units, pitch.

LEVEL F

Varies his rate of reading according to his purpose and the nature of the material.

Language Arts: Skims a short story in order to find a suitable portion for dramatization. Stops and reads carefully the portion chosen to judge suitability for dramatic action.

Scans material to locate the specific answer to a question or particular information needed.

Skims for different purposes:
- to get a general impression
- to get main ideas
- to determine suitability of material to his needs
- to get clues to the development of a plot.

Social Studies: Skims a news article to get a general impression of its scope: Does the article provide background for the topic? Does it predict events to come?

LEVEL G

Begins to use variety of approaches in reading, determining rate and depth according to the purpose for which he is reading, the nature of material, and the amount of time he has for it.

Language Arts: Refines ability to participate in choral speaking activities, using a poem such as Benet's "Western Star" which demands modulation, emotional overtones, and dramatic effects of voice.

Is able to convey effectively the impression he wishes to make through emphasis, voice, etc., in oral reading.

Is able to differentiate types of reading materials and adjusts rate accordingly:
- reading for information
- reading for enjoyment
- selective reading (scanning and skimming)

Home Economics: Scans a recipe to see if it will fulfill the requirements of a suggested recommended diet, noting the number of eggs required or the amount of sugar involved in relation to the recommendations of the diet.

LEVEL H

Extends the ability to adjust reading rate to purpose and type of material read.

Language Arts, Social Studies, Science: Learns that the slowest reading rate is used in reading directions, learning things verbatim, ascertaining intricate or complex relationships, understanding and solving problems, gaining insight into depth of meaning, reading technical matter, and oral reading.

Uses slow rate of reading to comprehend reading assignments thoroughly, to read critically, to study for class tests or recitations.

Uses an average rate of reading to enjoy a story, to satisfy his curiosity about a topic, and to gain surface comprehension.

Uses a rapid rate of reading to scan for specific purpose; to find a specific item of information, to get a general impression of content, to find the proper place to start slower reading, and to judge whether material is suitable for slower reading.